



WHAKATANE INTERMEDIATE SCHOOL

ENGLISH CURRICULUM

LEVEL 2 – Listening, Reading and Viewing	LEVEL 2 – Speaking, Writing and Presenting
All planning must consider the indicators for each Achievement Objective	
<p>Processes And Strategies</p> <ul style="list-style-type: none"> Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. <p>Purposes and Audiences</p> <ul style="list-style-type: none"> Show some understanding of how texts are shaped for different purposes and audiences. <p>Ideas</p> <ul style="list-style-type: none"> Show some understanding of ideas within, across, and beyond texts. <p>Language Features</p> <ul style="list-style-type: none"> Show some understanding of how language features are used for effect within and across texts. <p>Structure</p> <ul style="list-style-type: none"> Show some understanding of text structures. 	<p>Processes And Strategies</p> <ul style="list-style-type: none"> Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. <p>Purposes and Audiences</p> <ul style="list-style-type: none"> Show some understanding of how to shape texts for different purposes and audiences. <p>Ideas</p> <ul style="list-style-type: none"> Select, form, and express ideas on a range of topics. <p>Language Features</p> <ul style="list-style-type: none"> Use language features appropriately, showing some understanding of their effects. <p>Structure</p> <ul style="list-style-type: none"> Organise texts, using a range of structures.
END OF YEAR 6 (Reading Literacy Progressions)	END OF YEAR 6 (Writing Literacy Progressions)
<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties; understand how they select from and use their repertoire of comprehension strategies, which include: <ul style="list-style-type: none"> making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings) drawing on several related items of information in order to infer ideas and information that are not directly stated in the text evaluating and integrating ideas and information across a small range of texts; regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic; identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood). <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> decoding texts fluently and accurately, using a range of reliable strategies; finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations; understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context; recognising basic grammatical constructions and understanding how these affect meaning; identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types); interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties; understand how they select from and use their repertoire of comprehension strategies, which include: <ul style="list-style-type: none"> making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings) drawing on several related items of information in order to infer ideas and information that are not directly stated in the text evaluating and integrating ideas and information across a small range of texts; regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic; identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood). <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> decoding texts fluently and accurately, using a range of reliable strategies; finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations; understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context; recognising basic grammatical constructions and understanding how these affect meaning; identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types); interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs.